ERIC Document Resume	See Instruction Sheet	DATE OF RESUME 6/21/65	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED000084	7422	N.A.

DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S):
Fort, Marion K.

5. TITLE OF DOCUMENT ABSTRACTED:
Annual Report to the President for the College Year 1958-59 by the Director of the Fifth-Year Program

6. PUBLICATION TITLE:
N.A.

MICROFILM COPY AVAILABLE
YES ☒ NO ☐

COPYRIGHT GRANTED
YES ☐ NO ☒

COPYRIGHT RELEASE FILED
YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
ORG. Southeastern
ST. State College
CITY Durant, Okla.

9. PUBLISHER OR SOURCE
Southeastern State College

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	59	13

TELE. EXT.
INST/LOC CODE

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
report

16. INDEXING TERMS (6-12)

graduate edu.	enrollments	curriculum	qualifications	
professional edu.	students	programs	specialization	
teacher edu.	workload	teachers		
		teaching loads		

17. ABSTRACT (MAX. 250 WORDS)

Gives the following information about fifth-year program leading toward master's degree in education: Size of enrollment and number of hours scheduled by students; courses taken; number of courses and percentage of student hours of various levels; number of students and student hours taught by various faculty members; percent of student hours taught by instructors with different

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OR PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

HE7422

By Marion K. Fort
Director of Fifth Year Program
Southeastern Oklahoma State College (Okla.)
Durant, Oklahoma

5-12 # 7422
R

SOUTHEASTERN STATE COLLEGE

Durant, Oklahoma

ANNUAL REPORT TO THE PRESIDENT FOR THE COLLEGE YEAR 1958-59 BY THE DIRECTOR OF THE FIFTH-YEAR PROGRAM

This report gives information concerning the fifth-year program at Southeastern State College for the first and second semesters of the 1958-59 college year and the 1959 summer term.

Information pertaining to size of enrollment and number of hours scheduled by students may be found in Table I. In this table data are given which show that 158 fifth-year students were enrolled during the first semester, 127 during the second semester, and 378 during the summer term. Of the 378 students enrolled during the summer term, 93 attended only the Reading Workshop which lasted one week.

Nearly all of the students enrolled during the first and second semesters were teachers who were fully employed. They were not permitted to carry more than four semester hours and their classes met at night and on Saturday. During the first and second semesters only 10 students were in attendance during the regular school day.

An analysis was made of all courses scheduled by fifth-year students during the 1958-59 college year and the 1959 summer term. These data are given in Table II. During the first semester 29 courses were taken in 8 different departments. There were 10 courses in the education department, 5 in social studies, and a smaller number in each of the other departments. During the second semester 27 different courses

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

ED000084

TABLE I

NUMBER OF HOURS SCHEDULED BY FIFTH-YEAR STUDENTS DURING THE FIRST AND SECOND SEMESTERS OF 1958-1959 AND THE SUMMER TERM OF 1959

Semester Hours Scheduled	Number of Students		
	1st Semester	2nd Semester	Summer
12		1	
11	1	1	
10	2	1	
9	1	1	8
8	3	2	165
7	0	1	34
6	2	0	32
5	1	3	14
4	122	82	11
3	0	3	17
2	25	32	4
1	0	0	93*
Totals	158	127	378

*Attended the Reading Workshop which lasted one week.

were scheduled from 11 departments. During the summer term 67 courses were taken in 13 different departments. Of these 67 courses, 21 were in the department of education, 10 in social science, and 8 in English. Although 67 different courses were taken during the summer term, approximately 80 per cent of the student hours were in 20 courses. This shows there was a strong tendency for fifth-year students to take a large majority of their work in a comparatively small number of courses.

A study of the percent of student hours in various departments, as shown in Table II, indicates that during the first semester 53 percent of the student hours were in courses in education. During the second semester the percent of hours in education was approximately 50, and during the summer it fell to 47.2. Combining all the student hours scheduled during the 1958-59 college year and the summer of 1959, it is found that 48.8 percent were in education and the remaining 51.2 percent were taken in various subject matter courses. These data seem to indicate that to a considerable degree students are taking work which should meet a wide variety of their needs and that their programs are not top-heavy with courses usually classified as professional education. It seems significant that over one-half of all hours taken were in the areas of general education and specialized education.

The Fifth-Year Council of Southeastern State College has recommended that at least one-half of the hours applied toward the Master of Teaching degree be in courses numbered

TABLE II

ANALYSIS OF COURSES TAKEN BY FIFTH-YEAR STUDENTS
DURING THE FIRST AND SECOND SEMESTERS OF
1958-1959 AND THE SUMMER TERM OF 1959

Department	Number Different Courses			Percent Student Hours in Department			
	1st Sem.	2nd Sem.	Summer	1st Sem.	2nd Sem.	Summer	Total*
Art	1	1	4	7	5.5	6.0	6.0
Business Education	0	1	5	0	1.2	3.2	2.2
Education	10	9	21	53	50.4	47.2	48.8
English	3	4	8	7	9.2	9.0	8.6
Foreign Language	0	0	1	0	.0	.3	.2
Home Economics	0	1	3	0	.6	1.5	1.0
Industrial Arts	0	1	2	0	.6	1.8	1.1
Mathematics	0	0	2	0	.0	1.0	.7
Music	3	2	4	1	.6	2.4	1.8
Physical Education	2	1	2	1	.4	2.1	1.5
Science	3	2	2	13	14.6	5.7	8.8
Social Studies	5	4	10	9	9.4	14.3	12.7
Speech	2	1	5	9	7.5	5.5	6.6
Totals	29	27	67	100	100.0	100.0	100.0

*Percent of total hours taken in department during both semesters and the summer term.

500, courses which are open only to fifth-year students. This regulation is rigidly enforced. Several 300 and 400 courses have been scheduled at night exclusively for fifth-year students. It is felt that the advantages derived by having a class composed entirely of mature people with similar interests is realized in these courses approximately to as great an extent as in those numbered 500. When fifth-year students and undergraduates are in the same class, instructors are urged to individualize the work of the course in such a way that the fifth-year students will reach an exceptionally high level of performance both in quantity and quality.

The number of courses and percentage of student hours of various levels are shown in Table III. These data indicate that during the first semester fifth-year students enrolled in 30 different courses. Twelve of these courses were on the 500 level which are open only to fifth-year students; 5 were numbered 300 or 400 and were scheduled for fifth-year students only; and 13 were 300 or 400 courses which were open to both undergraduates and fifth-year students. During the summer term 23 different 500 courses were scheduled, but work was also taken in 42 courses which were open to both undergraduate and fifth-year students.

The data in Table III also reveal that during the first semester 75 percent of the total student hours were in courses numbered 500 and 20 percent were in 300 and 400 courses which were scheduled exclusively for fifth-year students. In other words, 95 percent of the student hours of fifth-year students during the first semester were in classes not open to under-

TABLE III

DATA CONCERNING THE LEVEL OF COURSES TAKEN BY FIFTH-YEAR STUDENTS DURING THE FIRST AND SECOND SEMESTER 1958-1959 AND THE SUMMER OF 1959

Courses Numbered*	Number Courses on this level.			Per Cent Student Hours			
	1st Sem.	2nd Sem.	Summer	1st Sem.	2nd Sem.	Summer	Total
500	12	12	23	75	83	74	76
300-400 G	5	2	0	20	10	0	6
300-400 M	13	13	42	5	9	26	18
Totals	30	27	65	100	100	100	100

* 500 courses are for fifth-year students only.
300-400 G courses are of senior college level but scheduled at this time for fifth-year students only.
300-400 M courses were taken both by undergraduates and fifth-year students.

graduates. During the second semester 93 percent were on this level. When all the student hours are combined for the regular college year and the summer term, 82 percent are found to have been in classes open only to advanced professional students. Although fifth-year students took work in many different courses which were also open to undergraduates, it seems very significant that 82 percent of their work was in classes composed entirely of advanced students. No credit toward the Master of Teaching degree was given for work done in courses of the freshman and sophomore level.

Table IV gives the number of students and the number of student hours taught by various faculty members. During the past year and the 1959 summer term, 39 different faculty members taught one or more fifth-year students. A study of the training of this group reveals that 24 instructors have the doctor's degree; 13 have over 60 hours of graduate work but less than the doctor's degree; 2 have the master's degree but less than 60 semester graduate hours. A study of the student hours taught by these three groups is shown in Table V. These data show that 73 percent of the total student hours were taught by faculty members with the doctor's degree; 98.5 percent were taught by members with more than 60 graduate hours; only 1.5 percent were taught by instructors with less than 60 graduate hours.

The Fifth-Year Committee has recommended that, except in very unusual cases, courses counting toward the master's degree be taught only by faculty members with at least 60 semester

TABLE IV

FACULTY MEMBERS TEACHING FIFTH-YEAR STUDENTS

Faculty Member	Number of Students Taught				Number Student Hours			
	1st Sem.	2nd Sem.	Summer	Total	1st Sem.	2nd Sem.	Summer	Total
Group I***								
Dwight	0	15	23	38	0	60	72	132
Eubank	1	13	20	34	3	26	60	89
Fort	20	15	43	78	40	30	86	156
Haggard	0	0	2	2	0	0	6	6
Hall	0	0	11	11	0	0	33	33
Hunziker	10	8	5	23	21	16	15	52
Kilpatrick	1	0	2	3	3	0	4	7
Krattiger	0	0	2	2	0	0	6	6
Leake	36	37	0	73	72	74	0	146
Leonard, L.	11	0	4	15	22	0	12	34
Leonard, S.	2	11	41	54	4	22	123	149
McCoy	0	2	4	6	0	6	10	16
Morrison	1	0	26	27	2	0	78	80
Nagle	7	0	34	41	14	0	68	82
O'Riley	0	0	3	3	0	0	6	6
Pool	35	16	35	86	70	32	87	189
Semple	37	12	49	98	114	24	147	285
Severance	16	23	46	85	34	46	136	216
Silver	0	0	32	32	0	0	96	96
Slaughter	9	18	23	50	18	36	46	100
Trammell	0	1	35	36	0	3	70	73
Trumble	1	0	15	16	1	0	36	37
White	0	1	16	17	0	3	32	35
Williamson	0	0	7	7	0	0	16	16
Group II**								
Baumgardner	4	1	5	10	6	2	7	15
Baker	19	14	31	64	38	28	85	151
Downs	24	19	34	77	50	38	90	178
Frazier	0	0	3	3	0	0	9	9
Gates	9	3	24	36	19	8	57	84
Green	0	0	20	20	0	0	48	48
Johnson	0	0	25	25	0	0	50	50
Mayfield	12	1	6	19	24	3	18	45
Riling	0	1	22	23	0	3	47	50
Stevens, M.	0	0	10	10	0	0	20	20
Treadaway	2	1	17	20	4	2	34	40
Underwood	0	1	7	8	0	3	20	23
Wier	0	0	3	3	0	0	7	7
Group III*								
Jackson	0	1	17	18	0	3	37	40
Sullivan	0	0	2	2	0	0	4	4

*** Doctor's degree
** 60 graduate hours but less than doctor's degree
* Master's degree but less than 60 graduate hours

TABLE V

PERCENT OF STUDENT HOURS TAUGHT BY INSTRUCTORS
WITH DIFFERENT LEVELS OF ACADEMIC TRAINING

Instructors with	Percent of Student Hours Taught			
	1st Sem.	2nd Sem.	Summer	Total
Doctor's degree	75	81	70	73.0
Sixty graduate hours but less than doctor's degree	25	19	28	25.5
Master's degree but less than sixty graduate hours	0	0	2	1.5

hours of graduate work. The data show that this recommendation is being followed to a great extent at only 1.5 percent of the student hours were taught by instructors with less than the recommended academic qualifications. Of the two instructors with less than 60 graduate hours, one is head of the department of physical education, and the other one is teaching audio-visual education, an area in which he is exceptionally well trained.

In Table VI information is given concerning the area of specialization of students receiving the Master of Teaching degree at the convocations in May and July 1959. There were 54 graduates in May and 55 in July, making a total of 109. Of this number, approximately 75 percent were elementary teachers. The secondary teachers represent 5 different fields of specialization, the largest number 15, being in History. Students are accepted for specialization on the secondary level only in the departments of the college best qualified to offer advanced professional work. Since the beginning of the 1956 summer term students have been accepted for specialization on the secondary level in the departments of Business Education, English, Music, Natural Science, Social Studies, and History. Work in general education is not limited to these departments.

A study has been made of the courses taken by the 109 teachers receiving the Master of Teaching degree from Southeastern during the period covered by this report. These courses have been grouped into the areas of professional education, specialized education, and general education. Under professional education are grouped the courses in education

TABLE VI

AREAS OF SPECIALIZATION OF GRADUATES WITH THE MASTER OF TEACHING DEGREE

Area of Specialization	Number Graduating			Percent of Total
	May 1959	July 1959	Total	
Business Education	1	4	5	4.6
Elementary Education	43	38	81	74.3
English	1	1	2	1.8
History	6	9	15	13.8
Music	0	1	1	.9
Science	3	2	5	4.6
Totals	54	55	109	100.0

TABLE VII

PERCENT OF TOTAL SEMESTER HOURS COMPLETED BY GRADUATES WITH MASTER OF TEACHING DEGREE IN PROFESSIONAL EDUCATION, SPECIALIZED EDUCATION, AND GENERAL EDUCATION

Class Graduating	Percent of Total Semester Hours		
	Professional Education	Specialized Education	General Education
May 1959			
Elementary Teachers (43)*	50	33	17
Secondary Teachers (11)*	51	31	18
Total Elementary and Secondary (54)*	50	33	17
July 1959			
Elementary Teachers (38)*	53	32	15
Secondary Teachers (17)*	49	35	16
Total Elementary and Secondary (55)*	52	32	16
May and July Classes Combined			
Elementary Teachers (81)*	51	32	17
Secondary Teachers (28)*	50	34	16
Total Elementary and Secondary (109)*	51	32	17

* Number in this group.

and psychology. Many times it was difficult to decide whether a course should be classed as specialized education or general education, especially on the elementary level. An attempt was made to put under specialized education those courses which dealt primarily with the individual's major teaching field. All other subject matter courses were considered as general education. These data are given in Table VII.

Table VII shows that of the 109 students graduating in May and July, 81 were elementary and 28 were secondary teachers. Of the total hours taken by the elementary group, 51 percent were in professional education, 32 percent in specialized education, and 17 percent in general education. The high school group took 50 percent of their work in professional education. Combining the hours of elementary and secondary teachers, it is found that 51 percent were in professional, 32 percent in specialized, and 17 percent in general education. It seems significant that the distribution of total hours of these classes approximates very closely the recommendation of the Fifth-Year Committee that approximately 50 percent of the total hours of each student be in professional education and at least 25 percent in specialized education.

As the fifth-year program progresses there seems to be a decided tendency for students to take an increasingly larger percentage of their work in 500 courses and under instructors with an earned doctor's degree.

Respectfully submitted,

M. K. Fort
Director of Fifth-Year Program